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ABSTRACT

Various aspects of public education in Portland, Oregon, since 1950, are reviewed in this document. Past enrollment trends, the current decline in enrollment, and the demographic distribution of that decline are described. Possibilities for future enrollment are examined based upon assumptions about future fertility and migration trends. In addition, information is offered about the number and physical condition of public schools in the district, including a list of their respective construction dates. Cooperative programs between the city and the school district are also described. Financial considerations are discussed in an examination of the school district budget and the problem of rising costs. A reorganization plan, drawn up by the school board in 1970, is outlined. The state of implementation of the plan, which calls for strengthening educational policy in the upper grades and the shift to middle schools for improving services to adolescent students, is reviewed. (GC)

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ED155249

PORTLAND PUBLIC SCHOOLS

1950-1977

Bureau of Planning
Portland, Oregon

April, 1978

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THE CITY OF
PORTLAND
OREGON

OFFICE OF
THE MAYOR

NEIL GOLDSCHMIDT
MAYOR

1220 S. W. FIFTH AVE.
PORTLAND, OR. 97204
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March 1978

To the Citizens of Portland:

This report represents the beginning of a new understanding between the Portland School District and the City of Portland. Now more than ever before, both the City of Portland and the Portland School District recognize that we must work together to maintain the liveability of this city and its neighborhoods.

The School District needs stable neighborhoods to provide good schools, and the City of Portland needs good schools to attract and keep families with children living in city neighborhoods. Our relationship is one of interdependence.

In the 50's and 60's, the Portland School District added almost 40 new schools to keep up with the unprecedented increases in school enrollments during those decades. In the last 10 years, however, enrollments have dropped -- to 25% less than the peak in the late 60's. Thus, the School District now has excess capacity and since 1970 has had to close 9 schools. Future enrollment declines will continue to impact the operations of the School District and city neighborhoods.

This is just one of the trends that is charted in this report. Each suggests major decisions are at hand which will determine, in large measure, the future of the City and the School District. These decisions include school reorganizations and potential school closures; opportunities for future City and School District cooperation; and other developments that reflect the changing composition of Portland and its neighborhoods.

Thus, this report is intended to be an information base from which the City and the School District, and its citizens, can begin to plan the joint activity that will be necessary in the next decade. I hope you find it useful.

Neil Goldschmidt

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SUMMARY OF FINDINGS

General Information

- School District 1 serves an area covering most of the City of Portland, as well as some unincorporated areas contiguous to the City.

- School District 1 is organized into three Administrative Areas, which operate with relative autonomy. (Figure 1.)

- Isolated areas of the City on the westside are served by Beaverton School District 48. The far southeast area of Powell Butte is served by David Douglas School District 40. Small sections of the City in Clackamas County are served by North Clackamas County School District 12. (Figure 8, page 22.)

- School District 1 operates 12 regular high schools, 2 vocational high schools, 11 upper grade centers (grades 4 through 8), 40 primary schools (kindergarten through grade 6), 38 elementary schools (kindergarten through grade 8), 29 special schools, and 5 alternative schools. Figure 7 on page 15 in Appendix A lists these facilities.

Enrollment: Past Trends

- Public school enrollment increased steadily and rapidly from 55,000 in 1950 to over 78,000 in 1965. Between 1965 and 1969, enrollment hovered around the 78,000 mark. Since 1969, enrollment has declined to 57,000 -- a drop of 27%

- During the same period, total population of the City of Portland stayed virtually the same. (Figure 2.)

- In 1950, school-aged children (ages 5 to 19) represented 17% of the total population in Portland, uniformly in each of the high school attendance areas. By 1970, the District-wide proportion of school-aged children had risen to 25%, with similar increases in every high school area in the City.

- Between 1950 and 1970, then, while total population remained relatively constant, the number of school-aged children increased, primarily as a result of the post-war "baby boom".

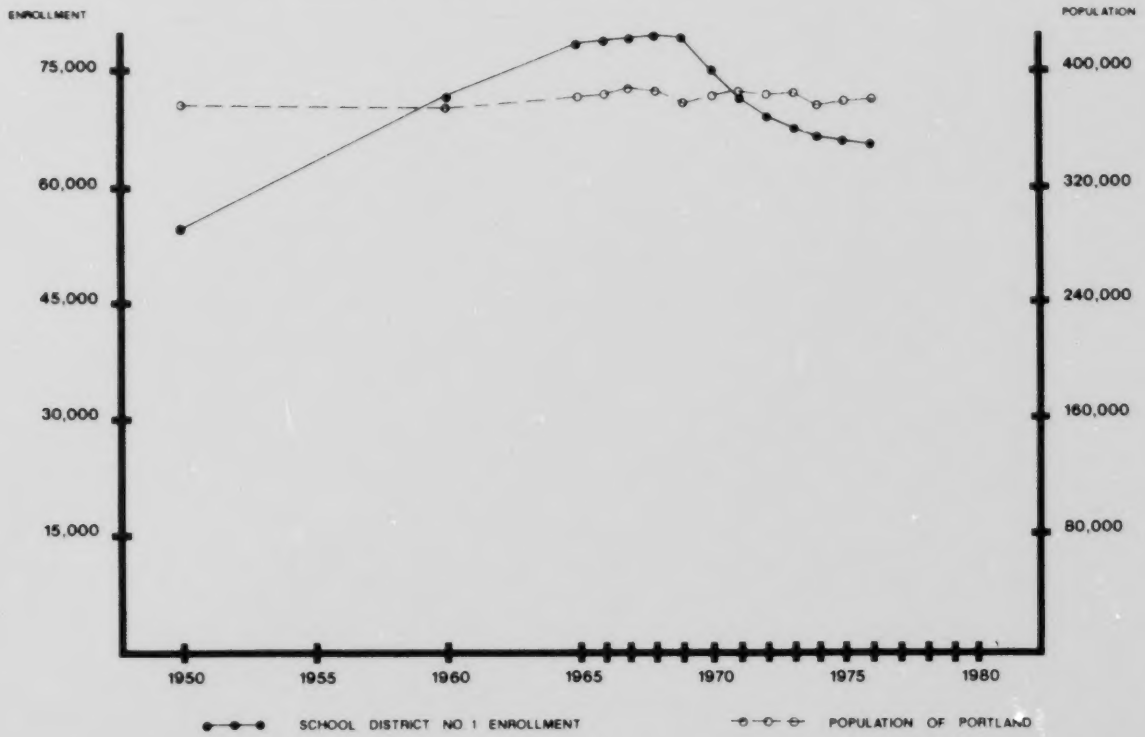
Figure 1. School District 1: Administrative Areas.

- During the 1970's the trend has reversed. The migration of middle-income families to suburban residences and a decline in birth rates have resulted in a clear change in the age structure of the City's population. The general population remained relatively constant at approximately 380,000, but is now composed of a smaller number of school-aged children and a greater number of both elderly people and young adults without children.

- The estimated proportion of school-aged children in the population of the School District has dropped from 25% in 1970 to 23% in 1976.

- The enrollment decline from 1969 to 1976 was distributed unevenly across the high school areas in the School District. Figure 3 illustrates the difference in the rates of decline in the enrollment of each of the three Administrative Areas.

FIGURE 2. ENROLLMENT OF SCHOOL DISTRICT NO. 1 AND POPULATION OF THE CITY OF PORTLAND



Enrollment: Future Possibilities

In the long run, any change in the number of children enrolled in Portland schools will be directly related to two factors:

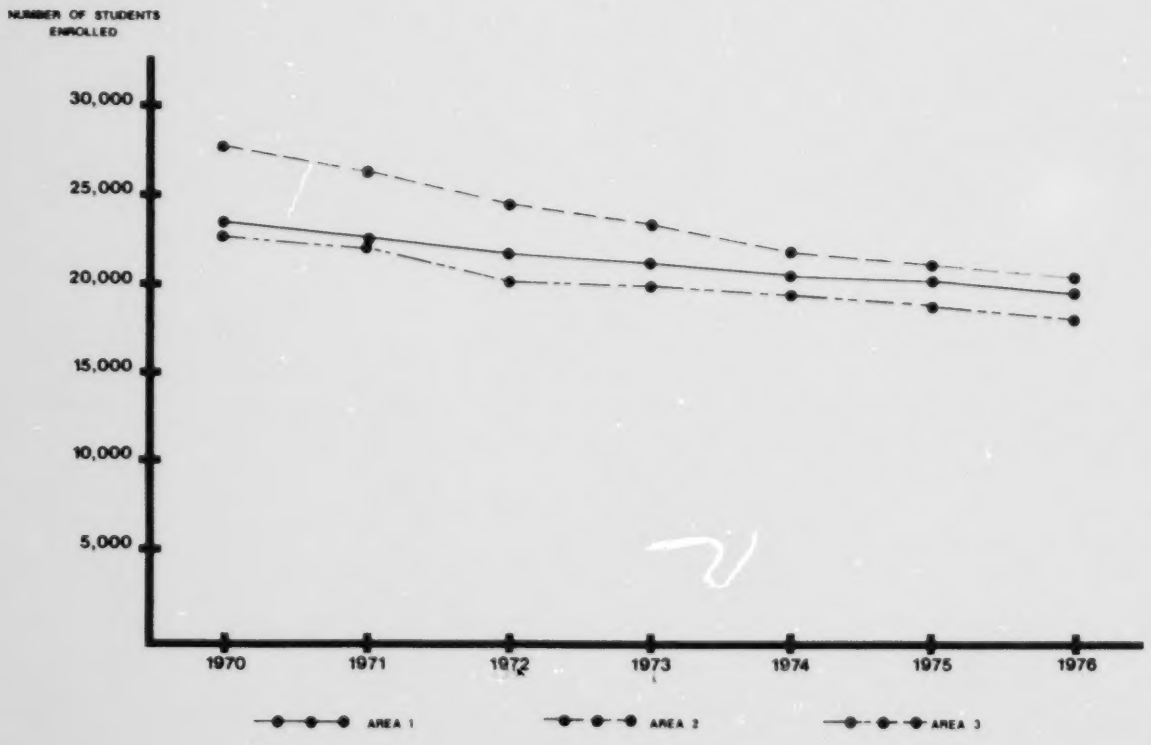
1. a change in the school-aged population as a result of net migration of families into or out of the City, or

2. an increase or decrease in the number of children born to young adults living in Portland.

To examine possible enrollments to the year 2000, population estimates were made using the cohort-component projection methodology. Different assumptions on fertility rates and migration patterns were used. Twelve sub-areas of the School District were identified, to correspond with the geographic areas served by each of the regular high schools in the City. Four scenarios were developed, to summarize possible future changes in population:

Assumption A — Low total fertility rate, and zero-net migration

FIGURE 3. TRENDS IN ENROLLMENTS BY ADMINISTRATIVE AREA, 1970-1976.



Assumption B	High total fertility rate, and zero-net migration
Assumption C	Low total fertility rate, and capacity in-migration
Assumption D	High total fertility rate, and capacity in-migration

A summary of the major assumptions, detailed description of methodology and technical analysis of results are provided in Appendix C.

- The four projections are based on 1970 data available from the U.S. Census, and show a decline of 7% in school-aged population between 1970 and 1975. Actual public school enrollment in Portland declined 17% between 1970 and 1975.

- While data are not available to explain the discrepancy between projected school-aged population and actual public school enrollment, it appears that two factors have materialized since 1970: the aging of the school-aged population and net out-migration of school aged children.

- The results of this study suggest that changes in school enrollment are tied to changes in the school-aged population. However, in so much as fertility rates correlate with characteristics of the population, such as income, educational attainment and cultural background, changes in the characteristics of the total population may affect the number of school-aged children in Portland.

- Under Assumptions A, B, and C, school-aged population in School District 1 will continue to decline through the year 2000. Under Assumption D, school-aged population will decline slightly until the mid-1980's and then begin a slow, steady increase.

- The individual high school areas do not all follow the District-wide pattern. Cleveland, Grant and Wilson High School areas would lose school-aged population under all four assumptions. Jefferson and Roosevelt High School areas could be expected to gain school-aged population under Assumtions B, C, and D and lose only slightly under Assumption A.

- A decline in the number of school-aged children does not necessarily indicate a decrease in total population. Under Assumption B, for example, each of the three Administrative Areas would be expected to increase in total population, but each Area would also decrease in school-aged population.

- Under all four assumptions, the proportion of school-aged children to total population in the School District would decline. However, even under Assumption A in the year 2000, 19% of the City's population would be school-aged children, still above the 1950 level of 17%.

- By 2000, Lincoln and Washington High School areas would experience a negligible increase in proportion of school-aged children to total population under Assumption D. Under all other assumptions, and for the 10 other high school areas, the proportion declines by 2000. For all areas except Jackson, Roosevelt and Wilson, the proportion will not decline below the 1950 level.

- Every high school area can be expected to decline in school aged population under Assumption A, some by half (Lincoln, Wilson, Jackson) and others by less than 10% (Jefferson, Roosevelt). The school-aged population of the District would decline by 22%.

- Only three high school areas (Jefferson, Roosevelt, Marshall) would show an increase in school-aged population under Assumption B.

- Under Assumption C, three high school areas would increase in school-aged population (Roosevelt by more than 20%) while four high school areas would decrease by more than 10% in school-aged population (Wilson and Grant by more than 20%).

- Under Assumption D, all but three high school areas would show an increase in school-aged population.

Physical Plant

- Over half of the schools now in use in the District were built before 1950. (Figure 4).

  * In Area I, 48% were constructed before 1950.

  * In Area II, 34% were constructed before 1950.

  * In Area III, 80% were constructed before 1950.

- Fourteen schools have been closed since 1950 and of these, nine have been closed since 1970.

  * Of the schools closed since 1950, five have been demolished, with two of the sites still owned by the School District.

  * Two of the closed school buildings are used by local colleges and universities for classes.

Figure 4. Construction Dates for the Oldest Existing Building at Schools Currently in Use.

Pre - 1920	1920-29	1930-39	1940-49	1950-59	1960-69	1970-77
Ainsworth	Abernathy	Arleta	Ball	Applegate	Adams HS	Clarendon
Benson HS	Alameda	Brooklyn	Chief Joseph	Astor	Edwards	
Capitol Hill	Beach	Cleveland HS	Creston	Atkinson	Foster	
Fernwood	Beaumont	Columbia	Sitton	Binnsmead	Jackson HS	
Franklin HS	Boise	Irvington		Bridger	Marshall HS	
Glenhaven	Buckman	James John		Bridlemile	Normandale	
Jefferson HS	Chapman	Rigler		Clark	Stephenson	
Kellogg	Duniway	Skyline		Eliot	Wilson Park	
Kenton	Glencoe	Sylvan		Faubion	Whitaker	
Richmond	Grant HS	Vernon		George		
Rose City Park	Gregory Heights	Vestal		Gray		
Sellwood	Grout			Hayhurst		
Terwilliger	Hosford			Hollyrood		
Woodstock	Lane			Humboldt		
	Laurelhurst			Kelly		
	Llewellyn			Lee		
	Marysville			Lent		
	Monroe HS			Lewis		
	Multnomah			Lincoln HS		
	Ockley Green			Madison HS		
	Portsmouth			Maplewood		
	Roosevelt HS			Markham		
	Sabin			Meek		
	Sunnyside			Mt. Tabor		
	Washington HS			Peninsula		
	Woodlawn			Rice		
				Sacajawea		
				Scott		
				Smith		
				West Sylvan		
				Whitman		
				Wilson HS		
				Wilcox		
				Woodmere		
				Youngson		
14	27	11	4	35	9	1

* Rice School is now being used by the City Park Bureau for a community center. In 1978, Mt. Tabor Annex will be opened by the Park Bureau as a Performing Arts Center.

* Five schools are still being used by the School District: three as holding facilities for students dislocated while renovation occurs on other schools, and two for storage.

Cooperative Programs

- The Park Bureau and the School District share facilities. The schools use adjacent parks for recess and physical education classes and the Park Bureau uses school facilities for recreational and community activities.

- Twenty-nine schools are located next to City parks and use the parks as part of their recreational programs.

- No formal written agreement by the City and the School District outlines the use and development of parks and schools for the community. However, for the past 40 years both agencies have cooperated in planning facilities and developing programs.

- In the last three years, School District investment in renovation of seven existing schools (one high school and six elementary schools) was coordinated with City investment in playgrounds and other recreational facilities.

- The School District has entered into approximately 30 joint uses with the City for various recreational facilities, parks, playgrounds, athletic fields, and swimming pools.

School District Budget

This discussion of trends in the School District budget is limited to regular operational expenses for the public school system. As much as possible, federal funds for special non-educational programs, such as the cafeteria programs, have been excluded from these figures. Likewise, operating expenses for Portland Community College, which was funded through the School District until 1970, have been deleted.

- In 1950, the School District budget totalled over $17.4 million. By 1970, the figure had multiplied to $68.1 million, representing an increase of 291%. From 1950 to 1970 inflation accounted for a 60% increase in general consumer prices.

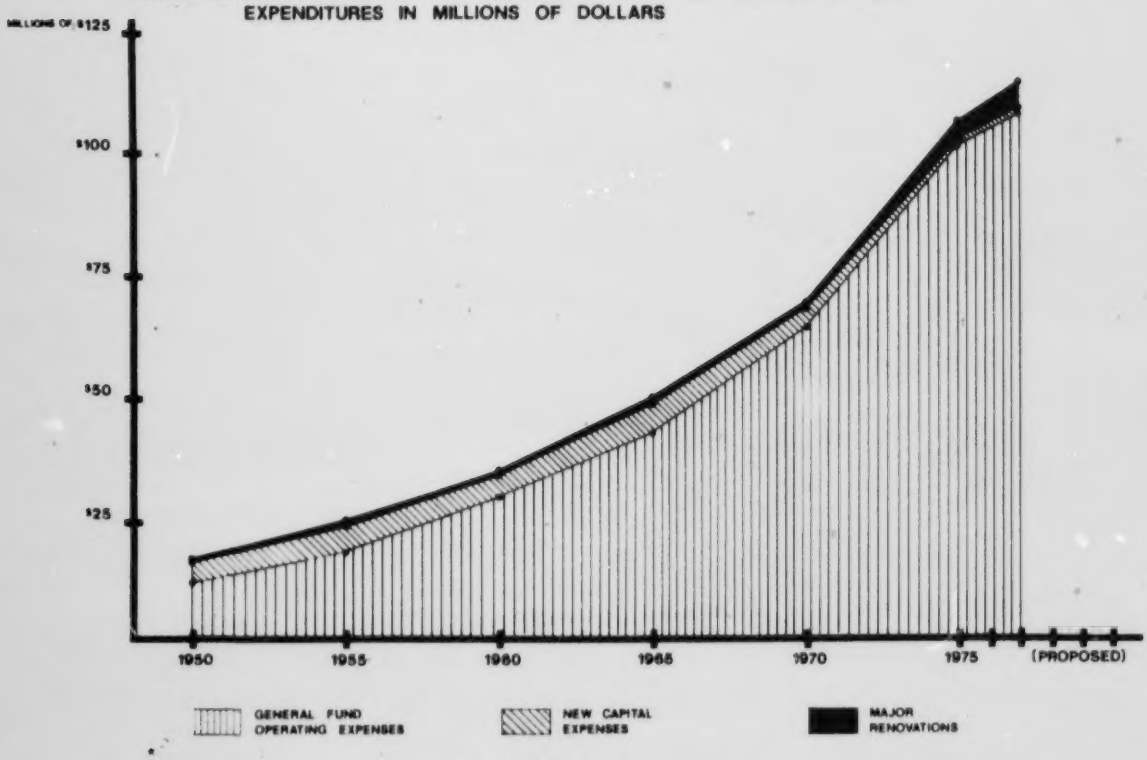
- With an essentially constant total population, this increase in budget represented an average burden on property-owners in the School District that was well above the rate of inflation. However, since school enrollment was increasing steadily, the cost per student increased at a rate more reflective of inflationary forces.

- The 1977-78 budget is nearly $109.0 million, an increase of 68% since 1970. During this 7 year period, inflation caused a 57% increase in prices. (Figure 5.)

- With the general population remaining constant, the average tax burden since 1970 has increased little more than the rate of inflation. However, the cost of educating each student has soared, increasing at a rate of 14% each year, roughly twice the rate of inflation during the same period. (Figure 6.)

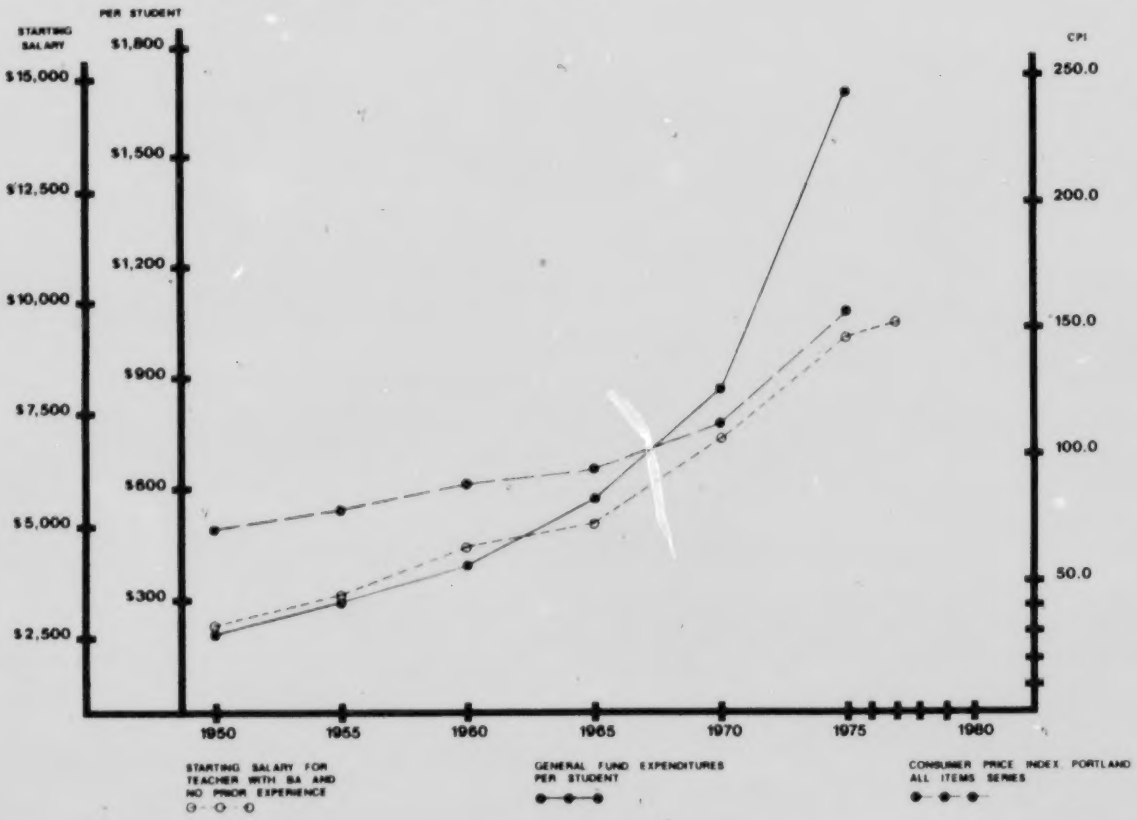
- This rate of increase is partly attributable to increased services required by State and Federal legislation, smaller class sizes, and improvements of teacher and other employee working conditions and benefits.

FIGURE 5. COMPONENTS OF THE SCHOOL DISTRICT NO. 1 ANNUAL BUDGET*
EXPENDITURES IN MILLIONS OF DOLLARS



- As a local governmental unit in the State of Oregon, School District 1 sought 27 special levies since 1950 to cover expenses including site acquisition, new construction, general operations, and major maintenance. Of the 27 special levies requested between 1950 and 1970, 11 were approved by voters. However, of the 10 special levies requested since 1970, only 2 were approved by voters.
- While 45 of the 101 regular schools currently operating in School District 1 have been built since 1950, only 1 has been built since 1970. During the past 7 years, the financial burden of operating and maintaining partially filled school buildings has led the School Board to close nine schools.

FIGURE 6. RISING COSTS OF EDUCATION



Reorganization

- In the spring of 1970, the School Board adopted an official policy on the organization of School District 1. This policy was subsequently revised in 1975. With regard to the reorganization of schools into primary, middle and high schools, the current Board policy states,

> "It is a continuing policy of the Board...to strengthen the educational program in the upper elementary grades through upper grade centers consisting of grades 5 or 6 through 8 with greater specialization of teaching staff and better instructional facilities."

- In discussing the process by which reorganization is expected to occur, the Board policy continues,

> "Changes in organization of schools within the respective areas shall continue to be in the direction of primary schools ordinarily containing kindergarten and grades 1 through 4 or 5, upper grade centers including grades 5 or 6 through 8 and high schools containing grades 9 through 12. Each primary school will operate as a neighborhood school in the attendance area assigned to it, and will also admit students through the administrative transfer program.
>
> "Each upper grade center will have an attendance area which serves its primary feeder school areas, or portions thereof, and will also admit administrative transfer students.
>
> "Upper grade centers shall continue to be developed in those areas in which existing physical plants, qualified staff, and community acceptance make the transition possible without substantial capital outlay for modernization and conversion. When capital funds become available, upper grade centers requiring substantial modernization to serve student enrollments in excess of 700 will be opened as expeditiously as staff and community acceptance make such transition possible."

- This School Board policy of reorganizing the school system is based on the expectation of certain educational benefits. A detailed discussion of the educational benefits of reorganization is provided in Appendix G. The principal benefits can be summarized:

  * Middle schools can offer specialized programs geared specifically to young adolescents more effectively and more economically than can elementary schools.

  * Middle schools generally provide students with better preparation for high school than do elementary schools.

- The term "upper grade center" first appeared in the 1975 revision of the School Board policy on organization, and refers to any school serving grades 4 to 8. A "middle school" is an upper grade center equipped to offer programs specifically designed for young adolescents.

- As of September, 1977, eleven upper grade centers were in operation throughout the City. Figures 32, 33, and 34 on pages 91 to 93 of Appendix G show the current status of reorganization in the three Administrative Areas.

- The process of reorganizing grades is complete in both the Adams and Jackson high school areas.

- Reorganization is partially implemented, with planning underway in the Cleveland, Franklin, Lincoln and Roosevelt high school areas.

- Jefferson, Madison, Washington, and Wilson high school areas are currently discussing or beginning to develop plans for reorganization, but have not yet opened an upper grade center.

- Grant and Marshall high school areas are each currently fed by one upper grade center, but neither is presently planning reorganization of its remaining elementary schools.

- Since grade reorganization has been ocurring in Portland at a time of sharply declining enrollment, many observers have associated reorganization with school closures. However, grade reorganization to address educational objectives is separate and distinct from reorganization to minimize under-utilization of schools.

- Nonetheless, if no schools are added, grade reorganization implies the removal of some neighborhood elementary schools. In each cluster of primary schools feeding to a newly-formed upper grade center, one school originally serving as a neighborhood elementary school must cease that function in order to house the upper grade program.

APPENDIX A

School District 1:
General Information

Figure 7. Schools in School District 1, by High School Cluster within Administrative Areas.

School	Grades	Enrollment October 1, 1977
ADMINISTRATIVE AREA I		
• Jackson High School 10625 S.W. 35th Avenue	9 to 12	930
Capitol Hill Primary School 8401 S.W. 17th Avenue	Kindergarten to 6	374
Markham Upper Grade Center 10531 S.W. Capitol Highway	6 to 8	556
Smith Primary School 8935 S.W. 52nd Avenue	Kindergarten to 5	368
Stephenson Primary School 2627 S.W. Stephenson St.	Kindergarten to 5	336
• Jefferson High School 5210 N. Kerby Avenue	9 to 12	983
Applegate Primary School 7650 N. Commercial St.	Kindergarten to 4	246
Beach Elementary School 1710 N. Humboldt St.	Kindergarten to 8	504
Chief Joseph Elementary School 2409 N. Saratoga St.	Kindergarten to 8	377
Humboldt Primary School 4915 N. Gantenbein Avenue	Pre-School to 2	399
Kenton Elementary School 7528 N. Fenwick St.	Kindergarten to 8	477
Ockley Green Elementary School 1315 N. Ainsworth St.	Kindergarten to 8	667
Peninsula Elementary School 8125 N. Emerald Avenue	Kindergarten to 8	587
• Lincoln High School 1600 S.W. Salmon St.	9 to 12	1,107
Ainsworth Elementary School 2425 S.W. Vista Avenue	Kindergarten to 8	597

Figure 7. Schools in School District 1. (cont.)

Schools	Grades	Enrollment Oct. 1, 1977
Chapman Elementary School 1445 N.W. 26th Avenue	Kindergarten to 8	548
Skyline/Holbrook Elementary School Rt. 2, Box 158	Kindergarten to 8	283
Sylvan Primary School 1849 S.W. 58th Avenue	Kindergarten to 3	190
West Sylvan Upper Grade Center 8111 S.W. West Slope Drive	4 to 8	315
• Roosevelt High School 6941 N. Central St.	9 to 12	1,232
Astor Elementary School 5601 N. Yale Street	Kindergarten to 8	379
Ball Primary School 4221 N. Willis Boulevard	Kindergarten to 4	299
Clarendon Primary School 9325 N. Van Houten Street	Kindergarten to 4	406
George Elementary School 10000 N. Burr Avenue	Kindergarten to 8	533
James John Elementary School 7439 N. Charleston St.	Kindergarten to 8	607
Portsmouth Upper Grade Center 5103 N. Willis Boulevard	5 to 8	440
Sitton Elementary School 9930 N. Smith Street	Pre-School to 8	445
• Wilson High School 1151 S.W. Vermont Avenue	9 to 12	1,679
Bridlemile Elementary School 4300 S.W. 47th Drive	Kindergarten to 8	649
Gray Elementary School 5505 S.W. 23rd Avenue	Kindergarten to 8	493

Figure 7. Schools in School District 1. (cont.)

Schools	Grades	Enrollment Oct. 1, 1977
Hayhurst Elementary School 5037 S.W. Iowa St.	Kindergarten to 8	458
Maplewood Primary School 7452 S.W. 52nd Ave.	Kindergarten to 6	138
Multnomah Elementary School 7688 S.W. Capitol Highway	Kindergarten to 8	445
Terwilliger Primary School 6318 S.W. Corbett St.	Kindergarten to 6	98
Wilson Park Primary School 1405 S.W. Vermont St.	Kindergarten to 6	288
ADMINISTRATIVE AREA II		
• Adams High School 5700 N.E. 39th Avenue	9 to 12	898
Columbia/Whitaker Upper Grade Center 716 N.E. Marine Drive, and 5135 N.E. Columbia Boulevard	6 to 8	758
Faubion Primary School 3000 N.E. Dekum Street	Kindergarten to 5	424
King Primary School 4906 N.E. 6th Avenue	Pre-School to 5	605
Meek Primary School 4039 N.E. Alberta Court	Kindergarten to 5	291
Rigler Primary School 5401 N.E. Prescott Street	Kindergarten to 5	447
Vernon Primary School 2044 N.E. Killingsworth St.	Pre-School to 5	519
Woodlawn Primary School 7200 N.E. 11th Avenue	Kindergarten to 5	324
• Benson Polytechnic High School 546 N.E. 12th Ave.	9 to 12	1,818

Figure 7. Schools in School District 1. (cont.)

Schools	Grades	Enrollment Oct. 1, 1977
• Madison High School 2735 N.E. 82nd Avenue	9 to 12	1,860
Glenhaven Upper Grade Center 8020 N.E. Tillamook Street	4 to 8	261
Gregory Heights Elementary School 7334 N.E. Siskiyou Street	Kindergarten to 8	497
Lee Elementary School 2222 N.E. 92nd Avenue	Kindergarten to 8	452
Rice Primary School 6433 N.E. Tillamook St.	Kindergarten to 4	196
Rose City Park Elementary School 2334 N.E. 57th Avenue	Kindergarten to 8	614
Sacajawea Primary School 4800 N.E. 74th Avenue	Kindergarten to 5	177
Scott Elementary School 6700 N.E. Prescott St.	Kindergarten to 8	580
Vestal Elementary School 161 N.E. 82nd Avenue	Kindergarten to 8	480
Wilcox Primary School 833 N.E. 74th Avenue	Kindergarten to 4	183
• Marshall High School 3905 S.E. 91st Avenue	9 to 12	1,445
Binnsmead Upper Grade Center 2225 S.E. 87th Avenue	6 to 8	569
Bridger Primary School 7910 S.E. Market Street	Kindergarten to 6	288
Clark Primary School 1231 S.E. 92nd Avenue	Kindergarten to 5	489
Foster Primary School 5205 S.E. 86th Avenue	Kindergarten to 4	123

Figure 7. Schools in School District 1. (cont.)

Schools	Grades	Enrollment Oct. 1, 1977
Kelly Elementary School 9030 S.E. Cooper St.	Kindergarten to 8	585
Lent Elementary School 5105 S.E. 97th Avenue	Kindergarten to 8	506
Marysville Elementary School 7733 S.E. Raymond St.	Kindergarten to 8	378
Whitman Elementary School 7326 S.E. Flavel St.	Kindergarten to 8	471
Woodmere Primary School 6540 S.E. 78th Avenue	Kindergarten to 6	286
Youngson Primary School 2704 S.E. 71st Avenue	Kindergarten to 6	200
• Monroe High School 2508 NE Everett St.	9 to 12	467
ADMINISTRATIVE AREA III		
• Cleveland High School 3400 S.E. 26th Avenue	9 to 12	1,515
Brooklyn Primary School 3830 S.E. 14th Avenue	Kindergarten to 5	159
Duniway Elementary School 7700 S.E. Reed College Place	Kindergarten to 8	498
Edwards Primary School 1715 S.E. 32nd Place	Kindergarten to 5	244
Grout Elementary School 3119 S.E. Holgate Boulevard	Kindergarten to 8	644
Hosford Upper Grade Center 2303 S.E. 28th Place	6 to 8	495
Lewis Primary School 4401 S.E. Evergreen St.	Kindergarten to 6	417
Llewellyn Primary School 6301 S.E. 14th Avenue	Kindergarten to 4	508

Figure 7. Schools in School District 1. (cont.)

Schools	Grades	Enrollment Oct. 1, 1977
Sellwood Upper Grade Center 8300 S.E. 15th Avenue	5 to 8	432
• Franklin High School 5405 S.E. Woodward Street	9 to 12	1,710
Arleta Primary School 5109 S.E. 66th Avenue	Kindergarten to 5	541
Atkinson Elementary School 5800 S.E. Division St.	Kindergarten to 8	502
Creston Elementary School 4701 S.E. Bush St.	Kindergarten to 8	538
Kellogg Upper Grade Center 6909 S.E. Powell Boulevard	5 to 8	429
Lane Elementary School 7200 S.E. 60th Avenue	Kindergarten to 8	620
Richmond Primary School 2276 S.E. 41st Avenue	Kindergarten to 5	512
Woodstock Elementary School 5601 S.E. 50th Avenue	Pre-School to 8	570
• Grant High School 2245 N.E. 36th Avenue	9 to 12	1,555
Alameda Elementary School 2732 N.E. Fremont St.	Kindergarten to 8	696
Beaumont Elementary School 4043 N.E. Fremont St.	Kindergarten to 8	507
Fernwood Upper Grade Center 3255 N.E. Hancock St.	6 to 8	670
Hollyrood Primary School 3560 N.E. Hollyrood Court	Kindergarten to 3	175
Irvington Primary School 1320 N.E. Brazee St.	Kindergarten to 5	669
Laurelhurst Primary School 840 N.E. 41st Avenue	Kindergarten to 5	505

Figure 7. Schools in School District 1. (cont.)

Schools	Grades	Enrollment Oct. 1, 1977
Normandale Primary School 909 N.E. 52nd Avenue	1 to 5	127
Sabin Primary School 4013 N.E. 18th Avenue	Pre-School to 5	395
• Washington High School 531 S.E. 14th Avenue	9 to 12	772
Abernethy Primary School 2421 S.E. Orange St.	Kindergarten to 5	400
Boise Elementary School 620 N. Fremont St.	Kindergarten to 8	386
Buckman Elementary School 320 S.E. 16th Avenue	Kindergarten to 8	468
Eliot Primary School 2231 N. Flint Avenue	Pre-School to 3	480
Glencoe Elementary School 825 S.E. 51st Avenue	Kindergarten to 8	539
Mt. Tabor Elementary School 5800 S.E. Ash St.	Kindergarten to 8	412
Sunnyside Primary School 3421 S.E. Salmon St.	Pre-School to 6	409

Figure 8. Adjacent School Districts

APPENDIX B

Enrollment:
Past Trends

Figure 9. Total Enrollment for School District 1, Compared to Total Population of the City of Portland.

Year	School Enrollments*	City Population*	School Enrollment as percent of City Population
1950	54,723	373,628	14.65%
1955	65,405	402,600	16.26
1960	72,212	372,298	20.55
1966	78,696	384,000	20.49
1967	77,435	384,000	20.17
1968	78,536	377,800	20.79
1969	77,684	371,800	20.89
1970	74,949	380,369	19.70
1971	72,306	383,000	18.88
1972	69,400	384,000	18.07
1973	66,325	385,600	17.20
1974	63,637	372,200	17.10
1975	62,028	379,825	16.33
1976	60,334	382,000	15.79

*These figures are displayed graphically in Figure 2, on Page 3.

Sources:

School Enrollment data are taken from annual Enrollment Reports published by School District 1, and are effective October 1 of the given year.

Population data for 1950, 1960, and 1970 are taken from the U.S. Census; for all other years, estimates were made by the Center for Population Research and Census, Portland State University, and are effective July 1 of the given year.

Figure 10. Enrollment by Administrative Areas.*

Year	Area I	Area II	Area III
1970	23,325	22,890	27,800
1971	22,723	22,187	26,193
1972	21,770	21,075	24,519
1973	21,144	19,941	23,276
1974	20,619	19,424	21,808
1975	20,254	18,897	21,078
1976	19,758	18,127	20,367

Note: This information is displayed graphically in Figure 3 on Page 4.

* Figures do not sum to Total Enrollment figures for the School District, given in Figure 11, because some students enrolled in centrally administered special programs are not assigned to Areas.

Source:

Figures are taken from annual Enrollment Reports published by School District 1, and are effective October 1 of the given year.

Figure 11. Children Aged 5 to 19 as a Percentage of Total Population, 1950-1975.

High School Area	Actual (1950)	Actual (1960)	Actual (1970)	Estimate (1975)
Jackson	N.A.	29.02%	30.20%	25.43%
Jefferson	18.93%	24.68%	25.55%	24.87%
Lincoln	9.10%	13.57%	15.97%	12.56%
Roosevelt	24.59%	28.62%	28.38%	26.27%
Wilson	17.12%	27.41%	26.65%	23.34%
Adams	19.57%	25.77%	25.85%	24.88%
Madison	18.75%	25.74%	25.85%	23.29%
Marshall	20.15%	26.62%	27.13%	26.20%
Cleveland	18.76%	25.62%	25.44%	22.74%
Franklin	18.07%	26.02%	25.78%	24.22%
Grant	18.28%	23.14%	27.09%	25.02%
Washington	14.93%	21.27%	20.47%	18.69%
School District	17.28%	23.95%	24.78%	22.82%

N.A. Data not available for the Jackson High School area in 1950 since most of that area was outside City limits at that time.

Sources:

1950, 1960, and 1970 data are derived from the U.S. Census.

1975 data are derived from estimates made by the Center for Population Research and Census, Portland State University.

APPENDIX C

Enrollment:
Future Possibilities

ENROLLMENT:
Future Possibilities

Estimates of possible future enrollment have been made, using the cohort component projection methodology and four sets of assumptions about future fertility and migration trends. This detailed appendix is organized into three sections:

- Assumptions
- Methodology
- Results

Development and application of the Assumptions and Methodology sections was completed by Peter Man, of the Center for Population Research and Census, Portland State University. His work is summarized here. The analysis in the Results section was written by the Bureau of Planning staff.

ASSUMPTIONS

This study assumes that total fertility rates and patterns of in-migration to the City will be the two key forces affecting future population changes. The wide range of possible variations of these two factors has been simplified into four assumption sets:

(A) Low total fertility rate and, zero-net migration

(B) High total fertility rate, and zero-net migration

(C) Low total fertility rate and, capacity in-migration

(D) High total fertility rate, and capacity in-migration

As expected, these scenarios produced differing population estimates, which are analysed in the "Results" section. This section provides an explanation of the major assumptions that define these four assumption sets.

Fertility Rates.

Base year fertility rates for each high school area were determined, as described in the "Methodology" section. Given these estimates for fertility in 1970, two alternative assumptions about future fertility were made.

Low Fertility Assumption.

For the low fertility, a cut-off was set at 1.80, approximately equal to the current state average. The six high school areas with birth rates currently below that level were held at their current rate through the year 2000. Fertility rates in the remaining 6 high school areas with initial fertility rates higher than 1.80 were lowered by 5% each 5-year interval to a minimum of 1.80.

High Fertility Assumption

Under the high fertility assumption, a benchmark was established at 2.11, presently claimed by most demographers to be the total fertility rate required for exact replacement of a population. Birth rates above that level were held constant through the year 2000. Birth rates below the 2.11 level were increased by 5% each 5-year interval to a maximum of 2.11. Figure 21 lists the total fertility rates used for the projections.

Migration.

Two possible migration patterns were developed for projecting population: zero-net migration and capacity in-migration. Over the past 20 years, the population of the City has remained relatively constant, suggesting that significant out-migration is unlikely. However, by omitting an assumption of net out-migration, the study does not assume that the city will experience no decline in general population during the next 25 years.

Zero-Net Migration

The zero-net migration scenario assumes that any future in-migration will be offset by an equal amount of out-migration.

Because this assumption ignores the age/sex composition of those who move in and out of the city, it assumes that each person who moves into the School District replaces a person of the same age and sex. To the extent that this assumption is false, the population estimates based on it will be inaccurate.

Capacity In-Migration

The capacity in-migration scenario represents the assumption that the City will increasingly be seen as a desireable place to live and therefore will attract significant "in-filling" of housing. For this scenario, vacant land parcels in residential and apartment zones by lot sizes, construction restrictions, and ownership (private or public) were inventoried. For each category, probabilities that the land would be developed for housing under strong market demand, were estimated. In light of the lack of reliable data, these probability estimates represent a "best guess" of actual potential. The probabilities used for these approximations are shown in Figure 12.

Maximum density levels allowed under current zoning for these residential and apartment parcels were used to estimate the number of housing units that would potentially be built on this vacant land. It was further assumed that construction would be uniformly distributed over the next twenty years. Figure 13 lists the projected number of new units in each high school district.

Average household size was assumed to remain constant through the year 2000 at the level revealed in the 1976 Household Size Survey. However, separate household size estimates were used for the newly constructed single family houses (2.77) and for the added multi-family units (1.65).

Figure 12. Probabilities that Vacant Parcels will be Developed for Housing.

	Standard Sized Lots	Sub-Standard Sized Lots
No Restrictions	90%	40%
One Restriction	60%	20%
More than One Restriction	30%	10%
Publicly-Owned Land, or Land with Landslide Potential	50%	N.A.
Areas Outside Portland City Limits	90%	N.A.

N.A. Does not apply.

Figure 13. Projected Number of New Housing Units.

	1980	1985	1990	1995	2000	Total
Area I						
Jackson	1,596	1,596	1,596	1,595	1,595	7,978
Jefferson	417	417	417	417	417	2,085
Lincoln	2,709	2,709	2,709	2,709	2,710	13,546
Roosevelt	1,348	1,348	1,348	1,348	1,348	6,740
Wilson	1,673	1,673	1,673	1,673	1,673	8,365
						38,714
Area II						
Adams	618	618	618	618	619	3,091
Madison	227	227	227	228	228	1,137
Marshall	606	606	606	606	605	3,029
						7,258
Area III						
Cleveland	405	405	405	405	406	2,026
Franklin	456	456	456	457	457	2,282
Grant	178	178	178	178	178	890
Washington	476	476	476	477	477	2,232
						7,430
						53,402

METHODOLOGY

Cohort Component Method

An iterative process for estimating future population, such as the cohort component method, begins with an estimate of base year population and estimates for the rates of change of that population. Each year, expected changes in the current population are estimate to calculate next year's population. In symbols,

$$Pop_{t+1} = Pop_t + Births_t - Deaths_t + Migration_t$$

where

t represents a given year,

t+1 represents the year after t,

Pop_t represents the estimated population at time t

$Births_t$ represent all live births during year t

The cohort component method of estimating future population is a refinement of the simple iterative process which improves the accuracy of this process by dividing the population into small groups, or cohorts. The most common division, and the one chosen for this study, is to break the population first by sex, and then into age groups of five years each. An example of this cohort division is shown for Grant High School area in Figure 14.

The value of disaggregating the population by cohort lies in the identification of age-specific fertility rates for women in the child-bearing ages and age/sex-specific mortality rates for all cohorts. Along with calculations for these rates of natural change, the method depends on estimates of net migration to determine possible future population figures. Assumptions about the age and sex of in- or out-migrants will have long-term effects on both the size and composition of the total population.

With the help of computers for calculating and storing information on each age/sex cohort, population estimates for every fifth year are derived through the following process, repeated every 5-year interval for each high school area:

Figure 14. Age/Sex Composition of the Population in the Grant High School Area, 1970.

Age Cohort	Females	Males
0- 4	1,343	1,446
5- 9	1,805	1,849
10-14	2,071	2,065
15-19	1,948	1,820
20-24	1,534	1,182
25-29	1,309	1,190
30-34	996	987
35-39	931	849
40-44	1,158	991
45-49	1,391	1,105
50-54	1,364	1,112
55-59	1,391	1,139
60-64	1,367	979
65-69	1,305	778
70-74	1,286	742
75-79	1,066	559
80-84	656	329
85 +	411	204
Total	23,332	19,326
		42,658

1. Estimate base population for the base year for each age/sex cohort.

2. Estimate age-specific fertility rates for women in the child-bearing ages (in this study, 15 years to 44 years) for the current year.

3. Multiply the number of women in each child-bearing by that cohort's fertility rate to estimate how many babies will be born to women in that cohort during each five-year period.

4. Sum the estimated births.

5. Estimate age/sex-specific survivial rates for the current year for each cohort, including 0-1 years for newly-born babies.

6. Multiply the number of people in each cohort by that cohort's survival rate to estimate how many of that cohort will still be living in five years.

7. Sum the survivors of all cohorts, to determine expected population in the fifth year under natural change conditions.

8. Estimate net migration, by age/sex cohort.

9. Add or subtract, as appropriate, migrants to expected "natural" population, to determine total estimated population for the fifth year.

Application of the Method.

In applying this methodology, estimates must be made of base (1970) population and rates of changes of that population. These estimates, described below, are distinguished from the assumptions detailed in the previous section. For this study, we estimated base population composition, initial age-specific fertility rates, age/sex-specific survival rates, age and sex characteristics of in-migrants, if any, and public school participation rates for children in the 5 to 19-year-old cohorts.

Base Population.

For this study, U.S. Census data for 1970 was used to obtain a base population. Twelve sub-areas were defined to approximate the service areas of the twelve regular high schools in School District 1. Since census data is collected by census tracts which are not exactly coincident with high

school areas, it was assumed that populations were evenly distributed across the census tract. Thus, where 40% of the land area of census tract 58 was in the Lincoln High School area, 40% of the population of each age-sex cohort in census tract 58 was assigned to Lincoln. Figure 15 lists the census tract assignments used in this study. While this assumption of uniform distribution would generally prove unrealistic, the data do not provide sufficient information to make a more reliable division of a census tract's population.

Fertility Rates.

Historic age-specific fertility rates were determined for each high school area. Reported births by mother's age for Multnomah County between 1969 and 1971 provided age-specific birth rates, summarized in Figure 16. This data also indicated the county-wide distribution of births by age of the mother, as shown in Figure 17.

Birth statistics available by high school district do not indicate mother's age. However, by assuming the county-wide age-specific birth rates an estimate of age-specific birth rates for high school districts can be developed. These figures were corrected, based on the total number of reported births for each high school district. Figure 18 demonstrates this process, using the Roosevelt High School area as an example.

Throughout the course of the population projections, these initial fertility rates were changed according to the assumptions previously described.

Survival Rates.

Accurate survival information is not available by individual high school district. To substitute, we assumed that all high school districts experienced the same age/sex specific survival rates. Further, we assumed that observed age/sex-specific survival rates for the entire population of Multnomah County, averaged over a three-year period, are an adequate estimate of survival rates in individual high school districts. This is not an unrealistic assumption. Mortality generally exhibits a very consistent trend, and only major revisions in death rates would have a sizeable effect on the size or age structure of future populations. Figure 20 shows the age/sex specific survival rates used in this study.

Figure 15. Census Tract Assignments, 1970 U. S. Census Data.

Area I	
Jackson	62 (60%); 63 (40%); 64; 65.01; 65.02
Jefferson	34.01; 34.02; 35.01; 35.02; 37.01; 37.02; 38.01; 38.02; 38.03; 39.01; 39.02
Lincoln	46.01; 46.02; 47; 48; 49; 50; 51; 52; 53; 54; 55; 56; 57; 58 (40%); 59; 69 (60%); 70; 302 (20%); 303 (40%)
Roosevelt	40.01; 40.02; 41.01; 41.02; 42; 43; 44
Wilson	58 (60%); 60.01; 60.02; 61; 62 (40%);66.01; 66.02; 67.01; 67.02; 68.01; 68.02; 69 (40%)
Area II	
Adams	30 (40%); 31 (50%); 32 (40%); 33.01; 36.01; 36.02; 36.03; 72; 73 (50%); 74; 75
Madison	17.01; 17.02; 28.01 (60%); 28.02 (50%); 29.01; 29.02; 29.03; 76
Marshall	5.02; 6.01; 6.02; 7.01 (50%); 7.02 (40%); 16.01; 16.02; 83; 86; 89 (30%)
Area III	
Cleveland	1; 2; 3.01; 3.02; 4.01 (60%); 9.01; 9.02; 10
Franklin	4.01 (40%); 4.02; 5.01; 7.01 (50%); 7.02 (60%); 8.01; 8.02; 13.02 (60%); 14 (50%); 15 (60%); 87; 88
Grant	19 (50%); 23.01 (40%); 24.01; 24.02 (50%); 25.01; 25.02; 26; 27.01; 27.02; 28.01 (40%); 28.02 (50%); 30 (60%); 31 (50%); 32 (60%); 33.02
Washington	11; 12; 13.01; 14; 15; 18; 19 (50%); 20; 21; 22; 23.01 (60%); 23.02; 24.02 (50%)

Figure 16. Age-Specific Birth Rates for Women in Multnomah County, 1969-1971.

Age	Number of Women	Number of Births	Age-Specific Birth Rates
15-19	26,454	1,604	.0606
20-24	26,965	3,823	.1418
25-29	16,292	2,480	.1286
30-34	14,037	803	.0572
35-39	13,277	257	.0194
40-44	15,738	83	.0052
Total	112,763	9,050	.4128

Total Fertility Rate for Multnomah County is determined by multiplying the sum of the age-specific birth rates for the cohorts by the number of years represented in each cohort:

$$.4128 \times 5 = 2.0610$$

Sources:

Number of Women is derived from the 1970 U.S. Census.

Number of Births is an average of the births reported in the Multnomah County Vital Statistics for the years 1969, 1970, and 1971.

Figure 17. Distribution of Births in Multnomah County by Age of Mother, 1969-1971.

Age of Mother	Age Specific Birth Rates	Percent of All Births
15-19	.0606	14.69%
20-24	.1418	34.35%
25-29	.1286	31.14%
30-34	.0572	13.86%
35-39	.0194	4.69%
40-44	.0052	1.28%
Total	.4128	100.00%

Figure 18. Process for Determining Age-Specific Fertility Rates for each High School Area, Using the Roosevelt Area as an Example.

Age	County-Wide Birth Rate	Females in Roosevelt	Expected Births
15-19	.0606	1,326	80
20-24	.1418	1,355	192
25-29	.1286	828	106
30-34	.0572	643	38
35-39	.0194	560	11
40-44	.0052	639	3
Total	.4128	5,351	430

(1) Expected Births = 430
(2) Reported Births = 447
(3) Factor = (2)÷(1) = 1.0395
(4) Total Fertility Rate, County = 2.0640
(5) Total Fertility Rate, Roosevelt = (3) x (4) = 2.1456
(6) Total of Age-Specific Birth Rates = (5) ÷ 5 = .4291

Age	County-Wide Distribution of Births		Age-Specific Fertility Rates, Roosevelt
15-19	14.69%	x .4291 =	.0630
20-24	34.35%	x .4291 =	.1474
25-29	31.14%	x .4291 =	.1336
30-34	13.86%	x .4291 =	.0595
35-39	4.69%	x .4291 =	.0201
40-44	1.28%	x .4291 =	.0055
Total	100.00%		.4291

Figure 19. Total Fertility Rates Used in Projections.

High School Area	Year	Assumption of Low Fertility	Assumption of High Fertility
Area I			
Jackson	1975	1.35506	1.35506
	1980	1.35506	1.42881
	1985	1.35506	1.49395
	1990	1.35506	1.56865
	1995	1.35506	1.64708
	2000	1.35506	1.72944
Jefferson	1975	2.36492	2.36492
	1980	2.24667	2.36492
	1985	2.13434	2.36492
	1990	2.02762	2.36492
	1995	1.92624	2.36492
	2000	1.82993	2.36492
Lincoln	1975	1.02544	1.02544
	1980	1.02544	1.07671
	1985	1.02544	1.13055
	1990	1.02544	1.18707
	1995	1.02544	1.24543
	2000	1.02544	1.30875
Roosevelt	1975	2.14559	2.14559
	1980	2.03831	2.14559
	1985	1.93639	2.14559
	1990	1.83958	2.14559
	1995	1.80000	2.14559
	2000	1.80000	2.14559
Wilson	1975	1.15888	1.15888
	1980	1.15888	1.21682
	1985	1.15888	1.27767
	1990	1.15888	1.34155
	1995	1.15888	1.40863
	2000	1.15888	1.47906
Area II			
Adams	1975	1.92964	1.92964
	1980	1.83316	2.02612
	1985	1.80000	2.11000
	1990	1.80000	2.11000
	1995	1.80000	2.11000
	2000	1.80000	2.11000

Figure 19. (continued)

High School Area	Year	Assumption of Low Fertility	Assumption of High Fertility
Area II (continued)			
Madison	1975	1.80553	1.80553
	1980	1.80000	1.89581
	1985	1.80000	1.99060
	1990	1.80000	2.09013
	1995	1.80000	2.11000
	2000	1.80000	2.11000
Marshall	1975	2.03563	2.03563
	1980	1.93385	2.11000
	1985	1.83716	2.11000
	1990	1.80000	2.11000
	1995	1.80000	2.11000
	2000	1.80000	2.11000
Area III			
Cleveland	1975	1.72160	1.72160
	1980	1.72160	1.80768
	1985	1.72160	1.89806
	1990	1.72160	1.99297
	1995	1.72160	2.09262
	2000	1.72160	2.11000
Franklin	1975	2.00811	2.00811
	1980	1.90770	2.11000
	1985	1.81232	2.11000
	1990	1.80000	2.11000
	1995	1.80000	2.11000
	2000	1.80000	2.11000
Grant	1975	1.71823	1.71823
	1980	1.71823	1.80000
	1985	1.71823	1.89435
	1990	1.71823	1.98907
	1995	1.71823	2.08852
	2000	1.71823	2.11000
Washington	1975	1.68328	1.68328
	1980	1.68328	1.76744
	1985	1.68328	1.85582
	1990	1.68328	1.94861
	1995	1.68328	2.04604
	2000	1.68328	2.11000

Figure 20. Age/Sex-Specific Survival Rates for Multnomah County, 1969 - 1970.

Age Cohort	Female	Male
0- 1	.98803	.98413
1- 4	.99767	.99711
5- 9	.99855	.99801
10-14	.99820	.99439
15-19	.99736	.98929
20-24	.99554	.98896
25-29	.99409	.98927
30-34	.99322	.98775
35-39	.98998	.98236
40-44	.96365	.97178
45-49	.97749	.95201
50-54	.96729	.92752
55-59	.94908	.88851
60-64	.92741	.83538
65-69	.89304	.78437
70-74	.83328	.69806
75-79	.73542	.59543
80-84	.66152	.55101
85 +	.00000	.00000

Source:

Life Table for Multnomah County, Center for Population Research and Census, Portland State University.

Figure 21. Age-Sex Distribution of In-Migrants to Portland.

	MALE	FEMALE
0 - 4	9.93%	8.18%
5 - 9	9.23	7.23
10 - 14	5.47	6.93
15 - 19	8.21	10.58
20 - 24	22.44	25.91
25 - 29	15.95	17.23
30 -34	8.21	7.23
35 - 39	5.00	2.56
40 - 44	5.79	3.21
45 - 49	2.11	2.12
50 - 54	2.11	2.19
55 - 59	1.41	1.75
60 - 64	1.25	1.53
65 - 69	1.09	1.17
70 - 74	.94	1.02
75 - 79	.39	.55
80 - 84	.27	.37
85+	.20	.24
TOTAL	100.00%	100.00%

Source: U.S. Census Bureau of Census, Geographical Mobility: March 1975 to March 1976. Series P-20, No. 305, January 1977, Table 4.

Characteristics of In-Migrants.

Under the capacity in-migration scenario, in-migrants were assigned to age/sex cohorts based on distribution data available at a national level. Results from a 1976 Federal Census Bureau survey showed the national distribution by age and sex of movers to Central Cities. Figure 21 summarizes the results of this survey. Although a crude estimate of Portland migration, these figures were the most reliable available. The same age/sex distribution of migrants was assumed throughout the course of the projections.

Enrollment Patterns.

Public school participation rates for those in the school-age cohorts (5-9, 10-14, 15-19) were determined for 1970 using U.S. Census data. These rates are given in Figure 22. This study does not make any actual enrollment projections. Rather, projections are made of school-aged population. If the assumption is made that public school participation rates in 1970 will remain constant through the year 2000, enrollments will experience the same percentage changes as calculated for school-aged population under the four Assumptions.

Figure 22. Percent of 5 to 19-Year-Olds Participating in Public Schools by High School Area, 1970.

Area I	
Jackson	75%
Jefferson	52%
Lincoln	60%
Roosevelt	76%
Wilson	66%
Area II	
Adams	75%
Madison	77%
Marshall	70%
Area III	
Cleveland	68%
Franklin	76%
Grant	64%
Washington	73%

Source:

Figures are derived by dividing public school enrollment figures found in 1970 Enrollment Report, published by School District 1, by census data from the 1970 U.S. Census.

RESULTS

Four assumption sets were identified to suggest possible changes in school-aged population and public school enrollment. Using a cohort-component projection model, the four assumptions were applied to a base population for Portland taken from the 1970 U.S. Census. While the 1970 census was chosen for its age and sex detail, there are also disadvantages in using data that are seven years old.

Specifically, the model estimated a 7% decline in school-aged population between 1970 and 1975 while actual public school enrollment declined by 17% in that five-year period. Figure 23 details these changes for the individual high school areas.

While accurate data are not available to explain this discrepancy completely, the following factors have probably influenced the change in school-aged population throughout the city in the early 1970's:

- The limited data available at the local and national level suggest a continued strong preference among home-owners for suburban locations. However, there is evidence at the national level of increasing attractiveness of central city locations for home-owners.

- In Portland, as elsewhere in the country, home-owners are more likely to have school-aged children living at home than are renters.

- It appears that Portland experienced a net loss of school-aged children between 1970 and 1975.

- The age structure of the school-aged population has changed between 1970 and 1975. In 1970, there were 19,681 children aged 15 to 19 living in the School District and 14,572 children aged 0 to 4. As this group of children grew up over five years, a relatively large cohort (19,681) was replaced by a relatively small cohort (14,572) as potential public school students.

- In short, each year the public school system graduates more students than it enrolls in kindergarten. Since the large cohorts are now concentrated in the upper ages, where students are more likely to be out of public school either by graduation or dropping out, the overall participation rate has probably dropped. The result is the observed pattern where the school enrollment decreases more rapidly than the school-aged population.

Figure 23. Actual Enrollment Compared to Population Estimates, 1970 and 1975

	1970 School-Aged Population (actual)	1970 Public School Population (actual)	1970 Participation Rate (calculated)	1975 School-Aged Population (estimate)	1975 Enrollment (estimate)	1975 Enrollment (actual)	Percent Difference
AREA I	36,196	23,196	(.64)	32,620	20,832	20,150	(+3%)
Jackson	4,433	3,325	.75	3,777	2,833	2,634	+7%
Jefferson	10,172	5,285	.52	10,138	5,272	4,356	+17%
Lincoln	6,853	4,101	.60	5,162	3,097	3,136	-1%
Roosevelt	7,162	5,469	.76	6,919	5,258	4,677	+11%
Wilson	7,576	5,016	.66	6,624	4,372	4,574	-5%
AREA II	27,723	20,502	(.74)	26,855	19,769	16,319	(+17%)
Adams	8,573	6,438	.75	8.378	6,284	4,821	+23%
Madison	8,500	6,570	.77	7,881	6,068	5,256	+13%
Marshall	10,650	7,494	.70	10,596	7,417	6,304	+15%
AREA III	40,095	27,644	(.70)	36,876	25,803	20,920	+19%
Cleveland	10,027	6,862	.68	9,008	6,125	5,572	+9%
Franklin	9,828	7,514	.76	9,427	7,165	6,076	+15%
Grant	11,588	7,381	.64	10,554	6,755	5,430	+19%
Washington	8,682	5,887	.73	7,887	5,758	3,842	+33%
School District #1 TOTAL	104,014	72,306	(.69)	96,351	66,482	62,028	+7%

Data is not currently available to identify specific factors affecting individual high school areas. Additional analysis of these factors will be an on-going task of City and School District Planning staffs.

Under all but the most optimistic scenario (Assumption D: high fertility and capacity, in-migration) the School District as a whole is projected to lose school-aged population by 2000. However, a more striking trend for all the scenarios is that children can generally be expected to be re-distributed within the City over the next 25 years. Under all but one scenario (Assumption A: low fertility and zero-net migration) some areas are projected to gain school-aged children while others decline in numbers of children. Figure 24 summarizes potential changes for each high school district under the four scenarios. A detailed analysis follows.

(A) Low Fertility, Zero-Net Migration.

General Population

The impact of this assumption on each high school district's general population is strongly tied to the total fertility rate assumed for that district. The Lincoln High School area, with the lowest fertility rate, shows a decline of 30% of its population while the Roosevelt High School area, with one of the highest initial fertility rates, shows a 19% increase in population. For most areas, however, this assumption results in a slight increase or decrease in general population that tends to level off.

School-Aged Population

In every high school area, school-aged (5-19) population shows a decline under this assumption, both in absolute numbers and in percent of general population. For the School District average, the decline is estimated at 22%. In most cases, the pattern of school-aged population changes is erratic, showing small and larger declines from year to year with some modest increases occassionally when a large cohort enters the child-bearing years. Figure 25 compares the changes in the twelve high school areas with the School District average.

(B) High Fertility, Zero-Net Migration.

General Population

This assumption produces the least change in the general population both for the entire school district and, in most cases, for the individual high school areas. Half of the

Figure 24. Net Change in School-Aged Cohorts Under the Four Assumptions, 1970-2000.

High School Area	Actual Enrollment (1970)	Assumption A (2000)	Assumption B (2000)	Assumption C (2000)	Assumption D (2000)
Jackson	3,325	-46.42%	-38.17%	+ 7.33%	+20.30%
Jefferson	5,285	- 3.31%	+12.83%	+ 4.34%	+21.30%
Lincoln	4,101	-52.25%	-44.99%	- 0.55%	+10.59%
Roosevelt	5,469	- 9.84%	+ 4.16%	+23.54%	+40.76%
Wilson	5,016	-51.87%	-44.46%	-21.34%	-11.46%
Area I	23,196	-29.32%	-18.07%	+ 2.20%	+16.15%
Adams	6,438	-16.18%	- 1.52%	- 3.55%	+12.39%
Madison	6,570	-17.15%	- 5.00%	-12.45%	+ 0.11%
Marshall	7,494	-13.92%	+ 0.41%	- 4.05%	+11.25%
Area II	20,502	-15.61%	- 1.84%	- 6.47%	+ 8.18%
Cleveland	6,862	-22.60%	-10.41%	-15.67%	- 2.80%
Franklin	7,514	-15.13%	- 0.50%	- 7.01%	+ 8.42%
Grant	7,381	-26.51%	-15.04%	-23.86%	-12.11%
Washington	8,275*	-17.09%	- 4.04%	- 7.84%	+ 5.06%
Area III	30,042	-20.70%	- 7.94%	-14.21%	- 0.81%
School District	73,730	-22.34%	- 9.84%	- 6.44%	+ 7.49%

* Includes Benson and Monroe High Schools

FIGURE 25. PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENTS UNDER ASSUMPTION A (LOW FERTILITY, ZERO-NET MIGRATION)

individual high school areas show long-term changes (1975-2000) of less than 10% in general population, and all show net changes of less than 30%. The individual high school area results of this assumption appear highly influenced by initial fertility rates.

School-Aged Population

Between 1970 and 2000 the entire school district is projected to decrease slightly by 10,000 children (less than 10%) under this assumption. Six of the individual high school areas also show changes (increases or decreases) of less than 10%.

School-aged population in the Marshall and Franklin High School areas experiences small increases and decreases under this assumption that result in no net change from 1970 to 2000. Roosevelt and Jefferson High School districts, with the two highest fertility rates, experience modest increases in school-aged population. As seen in Figure 26, major declines are experienced by Jackson (38%), Wilson (44%) and Lincoln (45%) under this assumption.

(C) Low Fertility, "Capacity" In-Migration.

General Population

With this assumption, total fertility still influences population change, but seems to be a secondary influence to an area's capacity for in-migration. The assumptions about the age/sex compositions of migrants into the City effect long range "natural" population changes as well. In the general population of Area I, population increases at a rate that accelerates to 1985 and then slows down. In Areas II and III, the general population increases at a fairly smooth and relatively slow rate. In general, the individual high school areas follow the area wide pattern of their Administrative Area.

School-Aged Population

In school-aged population, this assumption produces somewhat erratic changes, with most high school areas showing both increases and decreases at different years. The geographic distribution of school-aged children throughout the City is re-arranged most dramatically under this assumption. While the School District as a whole is projected to lose roughly 7,000 children (6%), Roosevelt High School district gains 1700 five-to-nineteen year-olds (24%) while Grant High School district loses 2700 school-aged children (24%). In less dramatic changes Jackson increases by 300 (7%), while Marshall declines by 400 (4%). Figure 27 summarizes these potential changes.

FIGURE 26. PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENTS UNDER ASSUMPTION B (HIGH FERTILITY, ZERO-NET MIGRATION)

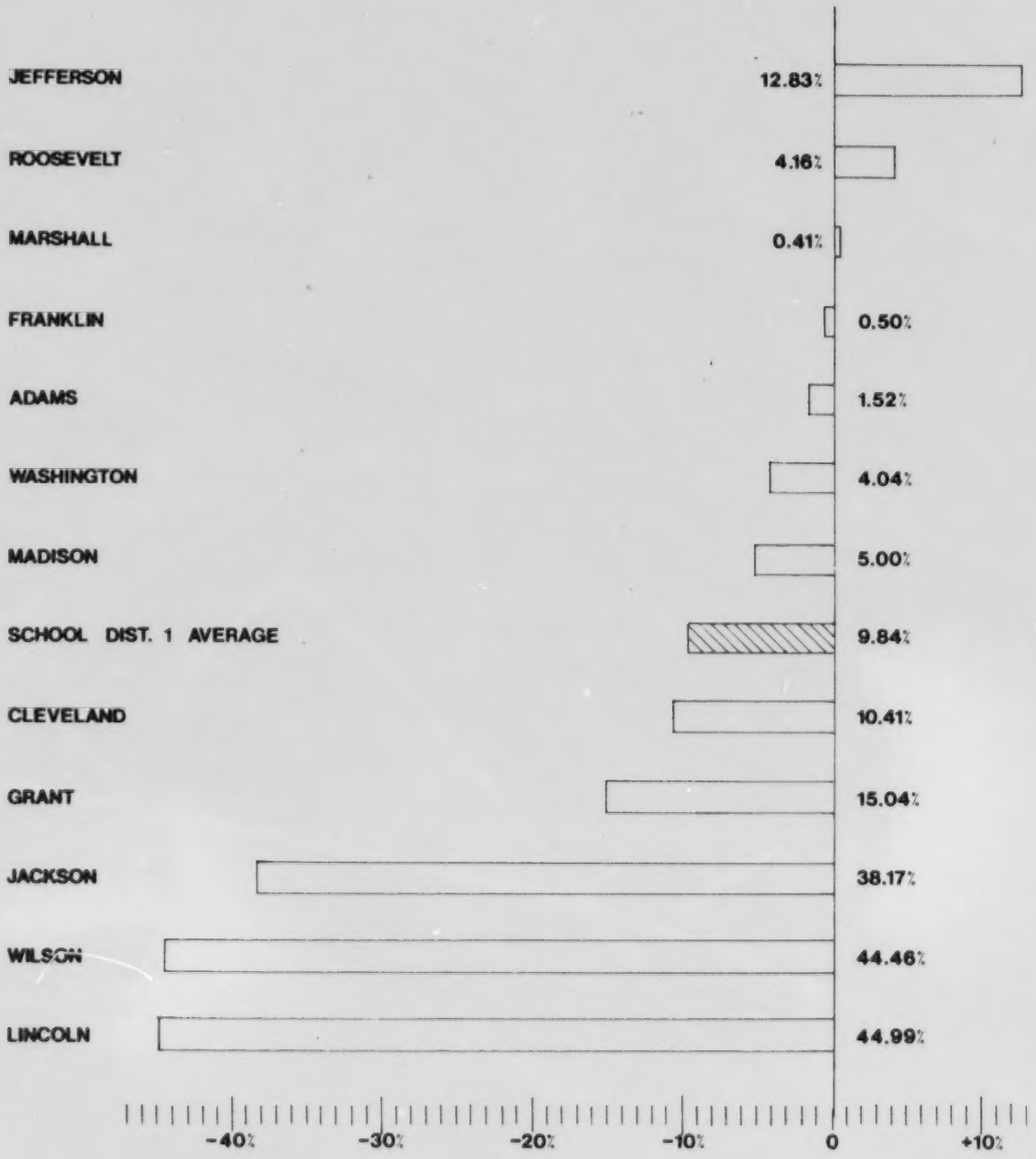
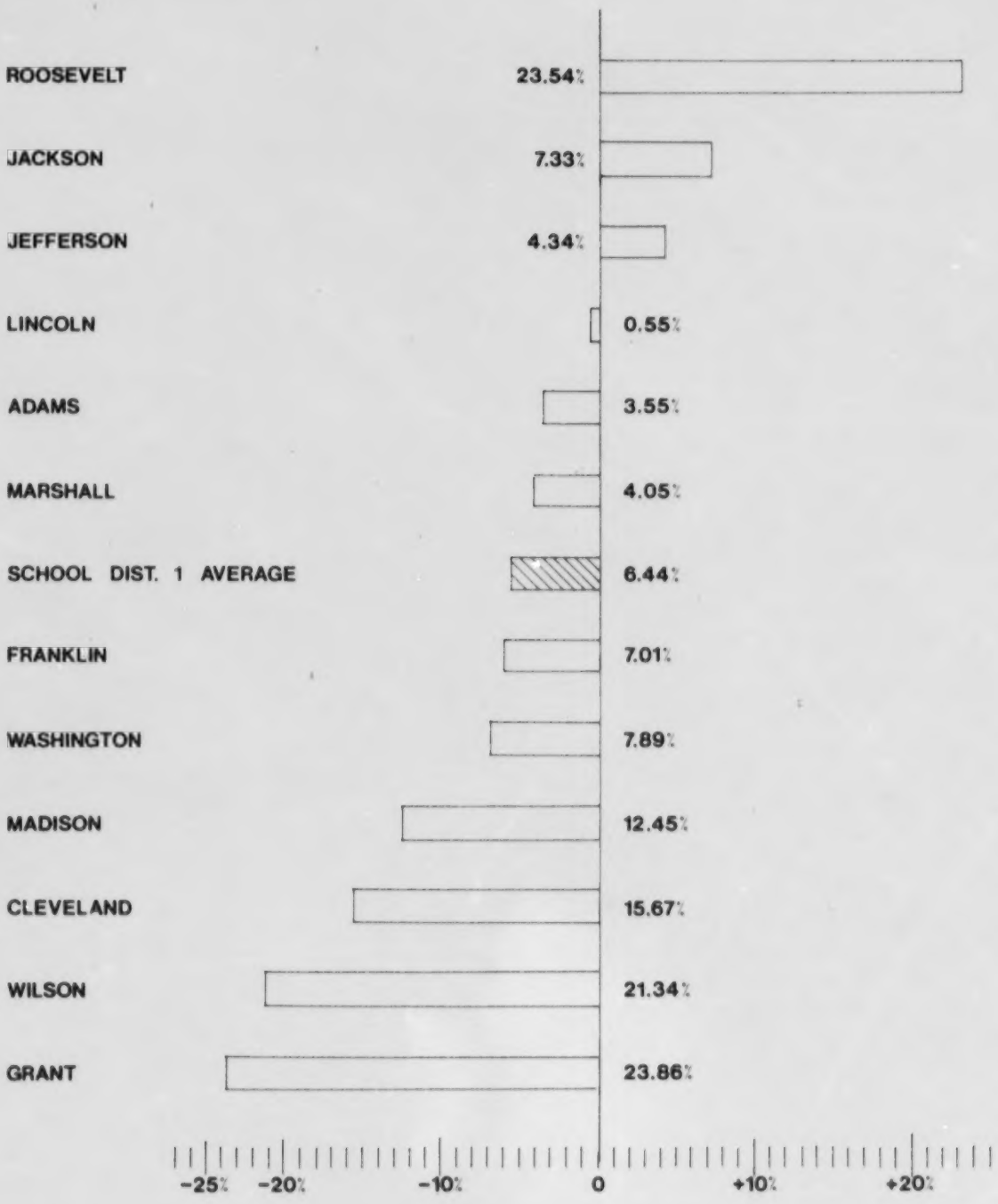


FIGURE 27. PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENTS UNDER ASSUMPTION C (LOW FERTILITY, CAPACITY IN-MIGRATION)



(D) High Fertility, "Capacity" In-Migration

General Population

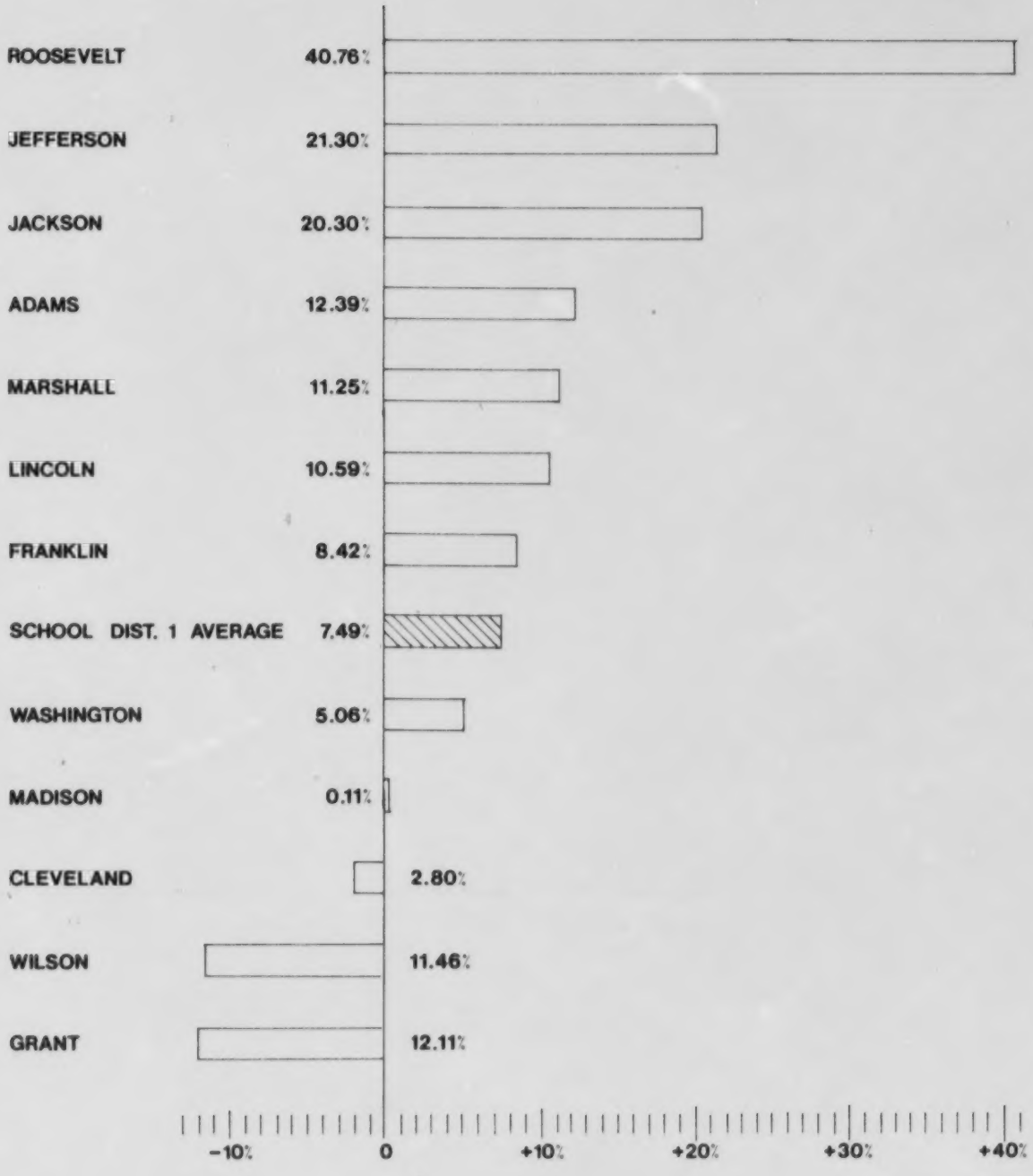
This assumption produces the greatest increase in general population for the School District as well as individual high school areas. Each individual high school area shows a net increase in total population, occuring fairly consistently over the years. The smallest net increase is 5%, experienced by both Grant and Washington, where there is both limited vacant land available for housing and relatively low initial fertility. Jefferson, with significant amounts of vacant residential and apartment land available and the highest initial fertility rate, is projected to experience a 70% increase in general population. Lincoln High School area which has both the greatest capacity for residential and apartment development and the lowest initial fertility rate, shows a modest and smoothly distributed net increase of 9%.

School-Aged Population

This is the only scenario which produces a net increase of school-aged children in School District 1.

The general pattern for change in school-aged children is initial decreases offset by regular small increases to produce modest net increases. However, this pattern of change is not evenly distributed throughout the individual high school districts. Grant and Wilson do not experience sufficient increases to offset large initial declines and each shows a net decline of 12% by the year 2000. At the other extreme, Roosevelt, Jefferson and Jackson all show net increases in school-aged children of over 20%. Figure 28 compares individual high school changes with the School District average.

FIGURE 28. PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENTS UNDER ASSUMPTION D (HIGH FERTILITY, CAPACITY IN-MIGRATION)



APPENDIX D

Physical Plant:
Facilities and Uses

Schools Closed Since 1950

1.	Guilds Lake	closed in 1950 due to declining enrollments. Use of the area changed from war time housing to industrial. The school was sold to a private party and eventually demolished.
2.	Franklin Primary	closed in 1953. The school was only a series of portables used as a temporary facility. It was demolished and replaced on the same site by Atkinson School.
3.	Fulton Park	closed in 1959 due to declining enrollments and the I-5 Freeway. The property is still owned by the School District but the school is used by the Park Bureau as a community center.
4.	Failing	closed in 1959 due to declining enrollments caused by urban renewal land use changes. The facility is now owned and used by the Portland Community College.
5.	Shattuck	closed in 1964 due to declining enrollments caused by urban renewal. Now owned and used by Portland State University.
6.	Linnton	closed in 1971 due to declining enrollments. Growth in the area did not occur as predicted. The school is still owned by the School District and used for storage.
7.	Holladay	closed June 1972 due to declining enrollments caused by land use changes. Sold to Lloyd Corporation and demolished.
8.	Mt. Tabor Annex	closed 1974 due to declining enrollments. Will be used as a holding facility until 1978 and then it will be used by the City.
9.	Markham Annex	closed in Fall 1975 due to declining enrollment and deterioration of the building. Still owned by the School District and used mainly for storage.

10.	Kennedy	closed Fall 1975 due to declining enrollments. Now used by the School District as a holding facility.
11.	Barlow	Closed Fall 1976 due to I-205. Purchased by Oregon Dept. of Transportation and demolished.
12.	Collinsview	closed Fall 1976 due to declining enrollments. Now used by the School District as a holding facility.
13.	Kerns	closed Fall 1976 due to declining enrollments. Now demolished. School District still owns property.
14.	Holbrook	closed Fall 1977 due to declining enrollments. Property is owned by Holbrook estate but School District is holding the facility for 5 years.

Summary of Park Facilities at Public Schools

Area I

Jackson High School District

- Jackson High School has 4 schools feeding into it: one middle school and three primaries. All are operating at or above capacity.
- Markham middle school is receiving major maintenance money to bring this school up to middle school status. The other schools are not receiving Phase I or II monies (1976-80).
- There is only one city park in the Jackson area. It has picnic facilities and playground equipment. There is one summer playground program operating out of Markham Middle School. This is the only school in the City open for a summer recreational program.

Jefferson High School District

- There are seven feeder schools located in the Jefferson High School district: five elementary schools (K-8), one primary school and one early childhood education center. The 5 elementary schools are large old facilities built before 1950. Although enrollment figures have declined recently, all these schools but one are operating at capacity. Both of the lower grade schools were built after 1950 as primary schools and both are operating over capacity.

- All schools in the district are scheduled to receive serial levy monies during Phase I & II (1976-80).

- The Jefferson district has eight city parks. Two of these parks are used by the school district as adjoining playgrounds. The Park Bureau operates five summer playgrounds, two community centers and one outdoor swimming pool in the Jefferson area.

Lincoln High School District

- There are currently seven feeder schools in the Lincoln District. Two are traditional K-8 elementary schools. Couch/MLC is a K-12 facility and the remaining four are primary schools. With only two schools in the district built after 1950 the average age of the schools is 42 years. Two of the schools are operating at capacity levels with 5 below capacity.

- Five of the schools are scheduled to receive major maintenance funding during Phase I & II.

- There are over 35 parks in the Lincoln district but only two are adjacent to schools. Couch School has an indoor swimming pool run by the City. Wallace Park has a summer playground program and serves as part of the after school center with Chapman School. There is one community center.

Roosevelt High School District

- There are seven schools which feed into Roosevelt High School: one middle school, two primary schools and four elementary schools. Two of the seven schools were built after 1950. All of the schools except one have over 400 students but three of the schools are operating under capacity.

- All schools in the area are scheduled for either Phase I or Phase II serial levy monies.

- Of the 14 city parks in the Roosevelt area only one is next to a school. The Park Bureau also has a summer playground program there.

- There are two outdoor swimming pools, two community centers; and six summer playground programs.

Wilson High School District

- There are six feeder schools in the Wilson High School district: five elementary and one primary. Four schools were built after 1950. But the average age of the Schools is 28 years. Three schools are operating below capacity and three at capacity.

- All schools are scheduled to receive serial levy monies during Phase I for minor maintenance and renovation and two are scheduled to receive major maintenance funding during Phase II.

- There are 10 city parks in the Wilson district, three located next to schools. One adjoining park is the site for a summer playground program. Wilson High School has a swimming pool which is owned by the School District and operated by the City. Four parks offer summer playground programs run by the City. There are two after school centers run by the city in the schools and one community center located in a city park.

Area II

Adams High School District

- Adams High School district includes one middle school (two facilities), four primary schools, and two Childhood Education Centers. Adams High School is a magnet school offering five different educational programs within one school. The average age of the school buildings is 35 years with two schools being built after 1950. Five of the schools are operating below capacity.

- All schools in the area are scheduled to receive either major or minor maintenance levy funds during Phase I & II.

- All of the three parks in the area are adjacent to schools. All have summer playground programs and picnic facilities and Woodlawn Park has a swimming pool. There are two after school centers run by the City.

Area III

Cleveland High School District

- The Cleveland High School district contains four primary schools, two elementary schools and two middle schools. Cleveland High School is considered a magnet school in business management and marketing and also has a special educational program called the C.V. Morrison Center. Two of the schools were built after 1950. The rest were constructed before 1930. The older schools are large facilities with four operating at or above present capacity. However, Brooklyn primary and Sellwood Middle School are below capacity.

- Cleveland High School and Hosford Middle School are scheduled to receive major serial levy funding in Phase I & II respectively.

- Of the 12 city parks in the district, 3 are next to schools. Summer playground programs are held at two of these schools. There is one swimming pool and one community center run by the city and one after school center in Sellwood School.

Franklin High School District

- The Franklin district consists of two primary schools, four elementary schools, and one middle school. Creston serves as the quarters for the School District's Dental Clinic. All of the Schools in the Franklin district are old, the newest being built in 1952. They are all large facilities. Two are operating below capacity but the remaining seven are at or slightly above capacity.

- Five of the schools are scheduled for either minor or major maintenance funds during Phase I and II.

- The City has nine parks located in the district. Four of the grade schools and Franklin High School are located next to parks. There is one community center, four summer playground programs and one after school center.

Madison High School District

- There are nine schools in the Madison district. One is owned by the City and is on city land. Three of the schools are primary facilities, five are elementary schools and one is currently classified an upper grade center. Four of the facilities were built after 1950, three of those are small primary schools. The average age of the 5 older schools is 52 years. Four of the schools are operating below capacity and 5 are running at capacity.

- Eight of the nine schools are scheduled to receive maintenance and renovation money during Phase I and II of the maintenance levy.

- The area has five parks, three of which are next to schools. The three adjoining parks offer summer playground programs.

- The district has one outdoor swimming pool, one community center, two after school centers run by the Park Bureau, and one all weather track, which is owned by the School District and operated by the City.

Marshall High School District

- Marshall High School has ten feeder schools: one middle school, five primary schools and four elementary schools. The district also has the Kelly Center for the deaf and Holladay Center for the severely handicapped. These two facilities use adjoining schools for many support needs. Six of the 10 schools were built after 1950 making the average age of schools for the district 26 years. Four of the schools are operating at capacity and six well under capacity.

- All schools except one are scheduled for minor maintenance and building improvement projects for either Phase I or II.

- The City has ten parks in the area. Four schools are located adjacent to parks.

- Mt. Scott park has a swimming pool, community center, skating rink and a summer playground program. There are a total of six summer playground programs, two located at schools. There are three after school centers, all located in schools next to parks.

Grant High School District

- Of the eight feeder schools in the Grant district, two are elementary schools, four are primary schools and two are middle schools. There are two small primary schools built after 1950 and the rest are large older facilities with an average age of 53 years. All of the schools are currently operating at or slightly above capacity figures except the High School.

- Fernwood Middle School and Sabin School are scheduled for major maintenance and renovation projects in Phase I (1976-1980).

- Grant district has five parks. Only U.S. Grant Park is adjacent to school district property. The park has six lighted tennis courts, three ball fields, an all weather track, picnic facilities, playground equipment, an outdoor swimming pool and a summer playground program. The remaining four parks also offer summer playground programs. There is also a community center with a swimming pool and summer playground programs.

Washington High School District

- The Washington district contains seven feeder schools: one year round elementary school, three regular elementary schools and three primary schools. Five of the schools were built during the 1920's, and only two were built after 1950. Five of the schools are operating below capacity.

- Serial levy monies will be spent at five of the schools during Phase I & II.

- The Washington area has nine city parks with two used by the School district. One of the parks is adjacent to Benson High School which serves the entire School District.

- There are two swimming pools in the district, one of which is owned by the School District and operated by the City. Five parks offer summer playground programs, one takes place on school district property. The district has two after school centers operated by the City.

APPENDIX E

Cooperative Programs:
City and School District

Co-operative Programs: City and School District

The City of Portland and School District 1 have recognized that they share some specific goals. The City and School District have initiated isolated programs to co-operate in achieving these goals. The on-going programs, as well as currently operating special programs, have been summarized below.

CETA Positions

The City and School District have an on-going agreement involving eight positions for instruction. The City essentially donates these eight positions to the School District to provide instruction in Portland's public schools. The positions are funded under the City's appropriation from the federal Comprehensive Employment Training Act (CETA).

The City's Park Bureau has eleven CETA positions, which are used to supply after-school aides in community centers the Park Bureau operates in public school buildings.

The City and the School District also currently have two special agreements involving CETA positions. First is the Child Development Specialist Program, designed to identify and resolve early learning difficulties. The City provides the following positions for this program:

25 Child Development Specialist Assistants
1 Bookkeeper
1 Secretary
6 Child Development Specialist Coordinators
1 Project Director (46% City of Portland, 54% School District 1)

Approximate Commitments made to the Child Development Specialist Program are:

City of Portland	$400,000
School District 1	$100,000

The Child Development Specialist Program is provided at all the schools leading into Marshall High School (inner eastside neighborhoods). Teachers and Child Development Specialists together identify students with learning problems, and work together with the students to provide remedial learning opportunities.

Secondly, the City's Office of Justice Services has another CETA project designed to evaluate the success of the year-long Child Development Specialist Program.

Social Services

City Council and the School Board have entered into an agreement to provide employment training for disadvantaged youngsters, most of whom have been referred by their schools. Some of the participants in this program have dropped out of the public schools. An average of 1300 young adults are involved in some capacity each year.

A special example of this project is the Emergency Home Repair Program. The School District and various City offices coordinate the program which pays young adults to do home repairs for people who cannot afford to have the work done by professional contractors. The program thus offers on-the-job training for the students who participate, as well as a modest wage and credits in their schooling. Approximately 50 students are involved at a given time, totalling approximately 100 each year.

The City's Human Resources Bureau also provides a Career Survey. Four hundred teens, mostly public school students, explore nine career areas in this summer program.

Park-School Joint Use

- There is no formal agreement between the City Park Bureau and the School District outlining policies and procedures for use of each other's facilities. In the absence of a formal policy, each joint use arrangement is now handled on an individual basis.

- Development of a uniform procedure for joint uses, and establishment of a mutual policy on acquisition of property and take-over of building could:

  * facilitate efficient and economic use of existing buildings,

  * assist the Park Bureau and the School District in co-ordinating investment plans, and

  * save time and money for both the Park Bureau and the School District by minimizing the duplication of effort.

Proposed Park Levy

The City Council has approved a $19.7 million park levy proposal, which will be voted on by citizens of the City of Portland in 1978. If the levy is approved by the voters, funding will be available for these principal areas, all of which are at least partially coordinated with identified school needs.

The first principal element of the 6-year levy is an aquatics program designed to serve both the City Park Bureau and schools in School District 1. The levy proposal includes funding to cover one existing Park Bureau pool (at Wilson High School) and build five additional pools as follows:

Year	Project	Site
1979-80	cover existing pool	Wilson High School
1980-81	25-meter covered pool	Franklin High School
1980-81	25-meter covered pool	Madison High School
1981-82	50-meter covered pool	Washington High or Buckman School
1981-82	25-meter covered pool	Lincoln High School
1982-83	25-meter covered pool	Kennedy or Adams High School

The second principal element in the park levy proposal provides for major recreational facilities in the City. Two of the six proposed projects will be located at public school sites. In fiscal year 1982-83, the proposal calls for remodeling of existing schools to make space available for the Children's Museum (now located at Lair Hill Park) in Buckman School or Adams High School.

The third principal element of the park levy proposal would allocate funds for developing parks at three existing school sites: Brooklyn, King and Chapman.

Three general concerns have guided the identification of the levy elements. The Park levy is designed to:

- Address the needs of present city residents first so that geographic gaps in parks and recreation services are identified and filled.
- Where feasible, develop new neighborhood parks and recreation facilities on existing public school sites and school buildings.
- Develop city-wide joint use procedures in both programming and operation of common school District/City of Portland facilities and programs, especially in cases where parks are adjacent to schools.

The following school gymnasiums are used on a regular basis for evening Park Bureau sports programs during the school year:

AREA I

Ainsworth Elementary School
Astor Elementary School
Capital Hill Primary School
Chief Joseph Elementary School
Collins View School (closed)
George Elementary School
Gray Elementary School
Jackson High School
James John Elementary School
Jefferson High School
Lincoln High School
Maplewood Elementary School
Peninsula High School
Roosevelt High School
Smith Primary School
West Sylvan Upper Grade Center
Wilson High School
Wilson Park Primary School

AREA II

Adams High School
Benson High School
Bridger Primary School
Columbia Upper Grade Center
Faubion Primary School
Glenhaven Elementary School
Madison High School
Marshall High School
Rigler Primary School
Vernon Primary School
Vestal Elementary School
Whitaker Upper Grade Center
Whitman Elementary School

AREA III

Cleveland High School
Creston Elementary School
Eliot Primary School
Franklin High School
Glencoe Elementary School
Grant High School
Laurelhurst Primary School
Lewis Primary School
Llewllyn Primary School
Washington High School
Woodstock Elementary School

The following schools are operated as community centers by the Park Bureau:

AREA I

Ainsworth Elementary School
Bridlemile Elementary School
Chapman Elementary School
Gray Elementary School
Hayhurst Elementary School
Markham Upper Grade Center
Metropolitan Learning Center
Ockley Green Elementary School
Portsmouth Upper Grade Center

AREA II

Binnsmead Upper Grade Center
Clark Primary School
Gregory Heights Elementary School
Kelly Elementary School
King Primary School
Marysville Elementary School
Meek Primary School
Monroe High School
Scott Elementary School
Woodmere Elementary School

AREA III

Abernathy Primary School
Alameda Elementary School
Atkinson Elementary School
Beaumont Elementary School
Brooklyn Primary School
Ivington Primary School
Mt. Tabor Elementary School
Sabin Primary School
Sellwood Upper Grade Center
Sunnyside Primary School

The following schools use adjacent City parks for physical education classes, report activities, and general playground use:

AREA I

Applegate Primary School	Farragut Park
Bridlemile Elementary School	Hamilton Park
Chapman Elementary School	Wallace Park
Chief Joseph Elementary School	Arbor Lodge Park
Clarendon Primary School	Northgate Park
Gray Elementary School	Hillsdale Park
Hayhurst Elementary School	Pendleton Park
Metropolitan Learning Center	Couch Park

AREA II

Adams High School	Fernhill Park
Benson High School	Buckman Field
Binnsmead Upper Grade Center	Harrison Park
Clark Primary School	Berrydale Park
Kelly Elementary School	Glenwood Park
Madison High School	Glenhaven Park
Rice Primary School	Rose City Park
Scott Elementary School	Wellington Park
Vernon Primary School	Alberta Park
Whitman Elementary School	Flavel Park
Woodlawn Primary School	Woodlawn Park

AREA III

Atkinson Elementary School	Clinton Park
Cleveland High School	Powell Park
Creston Elementary School	Creston Park
Edwards Primary School	Sewallcrest Park
Eliot Primary School	Lillis-Albina Park
Franklin High School	Clinton Park
Grant High School	U.S. Grant Park
Grout Elementary School	Kenilworth Park
Hollyrood Primary School	U.S. Grant Park
Normandale Primary School	Frazer Park
Woodstock Elementary School	Woodstock Park

The following high schools use park facilities for instructional classes, team practice and league games:

School	Baseball Field	Softball Field	Tennis Courts	Football Field	Soccer Field	Track
Adams	Fernhill	Fernhill	Fernhill, Alberta, Irving	Fernhill	Fernhill	---
Benson	Buckman	----	Buckman	Buckman	Buckman, Delta	Buckman
Cleveland	Powell	Powell, Westmoreland	Kenilworth, Sellwood, Berkeley Westmoreland	Powell	Powell, Westmoreland	----
Franklin	Clinton	Clinton	Clinton, Creston Mt. Tabor Woodstock	Clinton	Clinton	----
Grant	U.S. Grant	Wilshire	U.S. Grant	U.S. Grant	U.S. Grant Wilshire	U.S. Grant
Jackson	----	Gabriel	Gabriel	---	Gabriel	----
Jefferson	Alberta	Alberta	Alberta	---	Alberta, Delta	----
Lincoln	----	Wallace	Washington	----	Washington	----
Madison	Glenhaven	Rose City	Glenhaven	Glenhaven	Glenhaven	----
Marshall	Lents	Lents	Lents, Essex Glenwood	---	Lents, Essex	----
Monroe	---	---	Laurelhurst	----	Albina	----
Roosevelt	Pier & Northgate	----	Pier	----	----	-----
Washington	Buckman	----	Buckman	----	Albina, Delta	-----
Wilson	Gabriel	Gabriel	Portland Heights Burlingame Gabriel	-----	Pendleton	----

APPENDIX F

Budget:
Rising Costs

Figure 29. Components of the School District 1 Budget *

	General Fund	New Construction	Major Renovation
1950	$12,570,003	$4,663,601	$200,000
1955	$19,105,762	$5,410,007	$630,086
1960	$28,751,458	$4,326,780	$673,881
1965	$43,059,193	$5,853,489	$549,997
1970	$64,438,486	$3,362,345	$255,000
1975	$100,019,506	$1,155,346	$3,025,234
1977	$107,636,980	$394,750	$6,236,264

*Note: These items do not comprise the entire S.D.#1 Budget. Additional funds support such special activities as the cafeteria programs, special educational opportunities and prior to 1970, Portland Community College.

Source:

Approved Budgets for School District 1, for the selected years.

Figure 30. Rising Costs of Education, 1950-1977

Totals for School District 1

	Consumer Price Index	Starting Salary with Bachelor's degree	General Fund Per Student
1950	71.0	$2,600	$230
1955	78.6	$3,400	$292
1960	87.1	$4,500	$398
1965	94.6	$5,200	$564
1970	113.2	$7,000	$874
1975	156.5	$9,145	$1669
1977	183.8	$9,615	$1877

Note: This information is displayed graphically in Figure 6, on Page

Sources:

Consumer Price Index: All Items Series for the Portland Metropolitan Area, published by the U.S. Bureau of Labor Statistics to indicate changes in general consumer prices.

Salary: Salary Schedule, 1950-1977, published by School District 1.

Cost per student: School District 1 Budgets.

Figure 31. Major Maintenance Expenditures

APPENDIX G

Reorganization:
Why and How

REORGANIZATION

Expected Educational Benefits.

Willard Fletcher, Superintendent of Area I, discussed the reorganization process for Area I in a paper written in 1975.* Among the reasons for changing from elementary schools to primary and middle schools, Mr. Fletcher lists the following:

- Children at different levels of development have different educational needs.
- Concentrating students with similar educational needs in a single school plant allows the school district to develop special programs, such as home economics, industrial arts, intra-mural sports, and advanced academic programs, most cost-effectively.
- Upper grade centers provide a valuable transition from homeroom-oriented primary schools to specialty-oriented high schools, by combining the two orientations into a single program.
- National studies seem to indicate that students entering high schools from junior highs or middle schools tend to experience fewer adjustment problems than students entering high schools directly from elementary schools.
- There is a national trend away from 8-4 organization and toward three-step educational systems such as the 5-3-4 organization now being implemented in Portland.
- Teaching upper grade subjects, such as mathematics, science, and literature, tends to require a greater degree of specialization than teaching primary grade subjects.

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* Willard Fletcher, A Discussion Draft of A Rationale, General Program Outline, and Tentative Attendance Plan for Upper Grade Centers.

- The cost per student is very high at schools with fewer than 200 students.
- A three-part organization could facilitate communications between school levels so that, for example, high school teachers become more aware of the specific backgrounds that graduates of an upper grade center can be expected to have.
- While young students (grades 1 to 5) may have comprehension virtually limited to concrete facts, and high school students may have a fairly well developed comprehension of abstract ideas, students in grades 6 to 8 are generally in a transition period, just beginning to develop abstract thinking.
- Students in grades 6 to 8 are entering adolescence. Upper grade centers help to nurture the student's first steps toward independence by marking the event with removal to a new physical space.

While this is not an exhaustive list of reasons for a school district to consider in weighing the advantages of either 8-4 or a 5-3-4 system, it provides a general understanding of the philosophy behind the current reorganization effort in School District 1.

Current Status of Reorganization.

The following figures outline the status of reorganization plans in each Administrative Area.

Figure 32. Current Status of Reorganization in Area I.

Jackson High School District Primary Schools • Capitol Hill • Smith • Stephenson Upper Grade Center • Markham Remaining Elementary School (none)	Complete
Jefferson High School District Primary Schools • Applegate • Humboldt Upper Grade Centers (none) Remaining Elementary Schools • Beach • Chief Joseph • Kenton • Ockley Green • Peninsula	Planning Underway
Lincoln High School District Primary Schools • Sylvan Upper Grade Centers • West Sylvan Remaining Elementary Schools • Ainsworth • Chapman • Skyline/Holbrook	Planning Underway, Partially Implemented
Roosevelt High School District Primary School • Ball • Clarendon Upper Grade Center • Portsmouth Remaining Elementary Schools • Astor • George • James John • Sitton	Planning Underway, Partially Implemented
Wilson High School District Primary Schools • Terwilliger • Wilson Park Upper Grade Centers (none) Remaining Elementary Schools • Bridlemile • Gray • Hayhurst • Maplewood • Multnomah	Planning Underway

Figure 33. Current Status of Reorganization in Area II.

Adams High School District — Complete
Primary Schools
- Faubion
- King
- Meek
- Rigler
- Vernon (effective June 1977)
- Woodlawn (effective June 1977)

Upper Grade Center
- Whitaker-Columbia

Remaining Elementary Schools
(none)

Madison High School District — Planning Underway, Beginning Implementation
Primary Schools
- Rice
- Sacajawea
- Wilcox

Upper Grade Centers
- Glenhaven

Gregory Heights has been approved for gradual transition from elementary to upper grade center.

Remaining Elementary Schools
- Gregory Heights - Middle School approved
- Lee
- Rose City Park
- Scott
- Vestal

Marshall High School District — Holding Pattern, No Immediate Plans
Primary Schools
- Bridger
- Clark
- Foster
- Woodmere (effective 9/77)
- Youngson

Upper Grade Center
- Binnsmead (open to all 6th-8th graders in Marshall District)

Remaining Elementary Schools
- Kelly
- Lent
- Marysville
- Whitman

Figure 34. Current Status of Reorganization in Area III

Cleveland High School District Primary Schools • Brooklyn • Edwards • Lewis • Llewellyn Upper Grade Centers • Hosford • Sellwood Remaining Elementary Schools • Duniway • Grout	Planning Underway, Partially Implemented
Franklin High School District Primary Schools • Arleta (effective 9/77) • Richmond (effective 9/77) Upper Grade Center • Kellogg (effective 9/77) Remaining Elementary Schools • Atkinson • Creston • Lane • Woodstock	Planning Underway, Partially Implemented
Grant High School District Primary Schools • Hollyrood • Irvington • Laurelhurst (effective 9/77) • Normandale • Sabin Upper Grade Center • Fernwood Remaining Elementary Schools • Alameda • Beaumont	Holding Pattern, No Immediate Plans
Washington High School District Primary Schools • Abernethy (effective 9/77) • Eliot • Sunnyside Upper Grade Centers (none) Remaining Elementary Schools • Boise • Buckman • Glencoe • Mt. Tabor	Discussion Stage

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